

School Performance Plan

School Name

French, Doris ES

Address (City, State, Zip Code, Telephone):

3235 E Hacienda Ave

Las Vegas, NV 89120-1907, 7027997730

Superintendent/Assistant Chief:

Pat Skorkowsky / Jeff Horn

For Implementation During The Following Years:

2018-2019

The Following MUST Be Completed:

Title I Status:

Served

Designation:

NA

Grade Level Served:

Elementary

Classification:

5 Star

NCCAT-S:

Not Required

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request

☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Denise Willer	Parent	Terri Harshman	Parent
Tina Powell	Parent	Breighanah Combs	Parent
Tammy Villarreal-Crabb	Principal	Wendy Thorn	Teacher/ SOT Chairperson
Robert McGoldrick	Teacher/SOT	Melissa Davison	Support Staff/ SOT
Celia Roberts	Teacher	Joanna Bennett	Teacher
Horst Weiten	Teacher	Lyndee Heinrichsen	Teacher
Elizabeth Grinder	Teacher	Gina Bright	Teacher

Kari Bono		Teacher		Zach Cohen		Teacher
James Deary		Teacher				

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)**DATA REVIEWED & ANALYZED:**

Based on your school's NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Time in ELL Program/Projected Time to Proficiency	Family Engagement Data
Statewide Assessments	Achievement Gap Data	Special Ed Policies and Procedures
Formative Assessments Practice	AMAOs/ELPA Analysis	Special Education Procedures - Whole School
Interim Assessments	ELL Program Policies and Procedures	Availability of Curriculum for IEP Students
Summative Assessments	Teacher/Administrator Observation Data	Teacher/Administrator Observation Data
Other: Teacher/Administrator Observation Data	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your inquiry and Action Planning process.

Using the 2017 Nevada SBAC English Language Arts/Literacy data, the percent proficient in grade 3 was 63%, in 4th grade was 71%, and in 5th grade was 62%. Using the 2016 Nevada SBAC Math data, the percent proficient in grade 3 was 63.4%, grade 4 was 61.6%, and in 5th grade it was 45%. The 2014-15 and 2015-16 focus on K-3 literacy & foundation skills is demonstrating positive results with an increase in 3rd-5th grade ELA proficiency from 59.6% to 64.7% on the 2017 SBAC.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:

☒ General Education☒ FRL☒ ELL☒ IEP☐ Other**Priority Need/Goal 1:**

Increase the percent of third grade students proficient in ELA from X% to Y% by 2019 as measured by state summative assessments.

Root Causes:

Continuity and consistency in Tier 1 instruction was not found across all grade levels. Large percentage of students new to our school are significantly lower in reading than students that have been consistently enrolled.

Measurable Objective 1:

Increase the percent of third grade students proficient in English Language Arts from X% to Y% as measured by STAR, MAPS, and state assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)				
Professional Development time will be used to focus on effective Tier 1 strategies- not cost. STPT and PLC time will be focused each week on data driven strategies for teaching and assessing standards- no cost. Focus will continue, through PD, on previous book study "Phonics to Fluency" to make sure literacy strategies continue to be implemented. Literacy Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy.	Literacy Coach- 84,400.00 (Title 1 Budget) Certified Temporary Tutors- 14,300.00 each (One from Title 1 Budget and One from Strategic Budget).	STAR reading monthly diagnostic reports, MAPS reports, formative and summative grade level common assessments, PLC notes and agendas, lesson plans, administrative observations, Literacy Coaching logs.	PD is TBD based on CCSD calendar of teacher PD days- Literacy Coach, administration, and grade level trainers STPT will occur once a month- grade level team and Literacy Coach PLC will take place three times each month- grade level teams, Literacy Coach, administration	N/A

Comments:
We will continue to build on previous trainings and implementation of strategies from 2017-2018. Data will be used to reflect on impact of strategies being implemented and to determine areas of improvement and areas of need.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)				
Literacy Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS family Night to understand the law and gain insight into literacy strategies and resources.	Funding for Parent trainings- 23.00/hr at 3 hrs (Title 1 Budget-69.00) Teacher conferences- as needed, no cost Curriculum Nights- incentives to increase attendance (5GF budget- 600.00) Refreshments and materials (Title 1 Budget- 758.30) Two RBG3 parent trainings (Title 1 Budget-69.00)	STAR and MAPS data will be used to monitor student growth, RBG3 paperwork-signed by parents- will be used to monitor conferences. Sign-in sheets and agendas will be kept to monitor attendance at family Literacy trainings.	Parent conferences- as needed (within 30 days of deficit) Parent trainings- September, October, and November- Literacy Coach RBG3/ MAPS parent trainings- September one after-school and one evening	N/A

Comments:
Families are a vital part of our Literacy Team. Trainings will be offered to parents to assist them with understanding literacy skills and how to support their child at home. Resource lists and materials will be provided for our parents assisting with connections to literacy in the community.

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:		
Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTTs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions will be provided for additional language acquisition for ELL students.	Yes	Monthly Intervention data Monthly STAR data from istation, Strnath, Imagine Learning and Fontas and Pinell data STEAM Club data- pre- and post-	STEAM Club September through November and January through March- Literacy Coach and Admin will set up and three teachers will implement strategies. Interventions will take place daily and will be implemented by teachers and CTTs. Literacy Coach will assist with coordinating data.	N/A

Comments:
Effective interventions and supports are vital for students that do not master Tier 1 content and curriculum. Monitoring through data collection will determine the effectiveness strategies used for each student.

1.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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				N/A
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:

☐ General Education☒ FRL☒ ELL☐ IEP☐ Other**Priority Need/Goal 2:**

English Learners and Educationally Disadvantaged students will increase in proficiency in ELA from X% to Y% by 2019 as measured by state summative assessments.

Root Causes:

Students with English as a second language and educationally disadvantaged students have not had the same exposure to English Language Arts, as aligned with NVACS, as their peers. Students in these two subgroups need high engagement in Tier 1 instruction and in intervention strategies.

Measurable Objective 1:

By the end of the 2018-2019 school year EL students will increase in reading proficiency based on WIDA, SBAC, and monthly STAR assessments.

Measurable Objective 2:

By the end of the 2018-2019 school year ED students will increase in reading proficiency based on WIDA, SBAC, and monthly STAR assessments.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required) Teachers will participate in ELL Cohort B trainings, led by literacy coach, to gain deeper knowledge of strategies for teaching ELL students in both Tier 1 instruction and intervention groups. (no cost for trainings, Literacy Coach was calculated in goal 1). Walk-throughs, (Spring and Fall) for teachers to provide feedback to peers, review alignment with school goals, and to gain insight into effective strategies.		Continuation From Last Year: Yes Agendas and sign-in sheets for trainings, data from grade level common assessments and Imagine Learning/Station/STmath, walk-through surveys and feedback forms.	NCCAT-S Indicators: Literacy Coach will lead all Cohort B ELL trainings for staff and Imagine Learning/Station trainings. Walk-throughs in October and in March- Literacy Coach will lead	N/A

Comments:

ELL Cohort B trainings will be determined based on new CCSD 2018-2019 school calendar.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)				
School-wide family curriculum nights will be provided to assist parents with interventions strategies, homework help strategies, and resources for home use. School readiness parent trainings. Ready by Entry, for preschool parents will take place once a month. Computer support and intervention program trainings will be provided to parents to assist with strategies to assist with supports at home.	Funding for Parent trainings- 23.00/hr at 3 hrs (Title 1 Budget-69.00) Teacher conferences- as needed, no cost Curriculum Nights- incentives to increase attendance (SGF budget- 600.00) Refreshments and materials (Title 1 Budget- 758.30) Two RBG3 parent trainings (Title 1 Budget-69.00)	Sign-in sheets, agendas, and feedback surveys Year: Yes	Parent conferences- as needed (within 30 days of deficit)- teachers will implement Parent trainings- September, October, and November- Literacy Coach RBG3/ MAPS parent trainings- September one after-school and one evening- presented by Literacy Coach	N/A

Comments:

Family engagement surveys will be sent home in August to determine additional family needs that may require trainings and informational meetings.

2.3 Curriculum/Instruction/Assessment (Required)				
CTTs to assist with fourth and fifth grade bottom quartile students, based on SBAC scores. Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTTs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions, grades 1-5(WIDA 1-3 scores) and 4-5 (EL more than five years) will be provided for additional language acquisition for ELL students.	STEAM Club 3 teachers*1.5 hrs/day* 16 sessions- 22.00/hr= 1,584.00 (ELL budget) STEAM Club teacher prep- 396.00 (ELL budget) Materials for STEAM Club including 3 1/2 day subs- 1,599.00 (ELL budget) Two CTTs for 4th and 5th grade lower quartile students- 28,800.00 (SB178 budget) Intervention CTTs for 3-5th grades- one ELA and one math (Title 1 budget 14,300 and Strategic budget- 14,300.00) One CTT for kindergarten and one CTT for first and second grade- 28,600.00 (Strategic Budget)	Continuation From Last Year: Yes	Continuation From Last Year: Yes	N/A
		Continuation From Last Year: Yes	NCCAT-S Indicators:	
		Monthly Intervention data Monthly STAR data Data from Istation, Strath, Imagine Learning and Fontas and Pinell data STEAM Club pre- and post-data.	STEAM Club September through November and January through March- Literacy Coach and Admin will set up and three teachers will implement strategies. Interventions will take place daily and will be implemented by teachers and CTTs. Literacy Coach will assist with coordinating data. Interventions- CTTs	

Comments:

SB178 CTTs are pending state budget approval.

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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				N/A
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3**Based on the CNA, identify all that apply:**☒ General Education☒ FRL☒ ELL☒ IEP☐ Other**Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:

We are all trained- this is a district mandated training.

Measurable Objective 1:

Increase the percentage of school-based personnel trained in cultural competency.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)				
PD for staff on Cultural competency. ELL Cohort B training for deeper understanding of meeting the needs of our students that are refugees and have diverse backgrounds.	No additional costs- previous goals had Literacy Coach expenditures.	Sign-in sheets and agendas.	Literacy Coach and Administration.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)				
		Continuation From Last Year:	NCCAT-S Indicators:	

					N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Optional)			Continuation From Last Year:	NCCAT-S Indicators:	
					N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	111,433.30	CTT for Tier 2 and Tier Instruction-41,300.00, Literacy Coach for teacher and student support 84,400.00, STmath and Istation funding for interventions and supports-7,964.00, Parent involvement money-1,103.30, Ipad ahrs and cases for interventions and tier 1 supports-3,519.00, supplies and materials-146.80	Goals 1 and 2
Title III	7,192.00	After-school STEAM Club 3 teachers to implement a hands-on approach through science experiments to increase literacy, vocabulary, writing, and communication skills-1584.00, Prep for teachers-330.00, materials-1,433.40, subs 165.00 Imagine Learning and needed supplies-3,614.00	Goals 1 and 2
Strategic Budget	2,737,914.88	Staffing consumed most of the budget. 3,000.00 will be used for the purpose of Library materials for Tier 1,2, and 3 reading materials and supplies. 42,900.00 will be spent on three CTTs, 10,000.00 will be spent on teacher conferences and trainings, 7,949.37 renewal of STAR reading and Math and AR, remainder of budget will be used for technology, JAMF, custodial supplies, classroom supplies, misc. supplies.	Goals 1 and 2
SB178	28,800.00	Two CTTs to support students, in fourth and fifth grade, ranked as emerging on the State SBAC assessment in reading and math. CTTs will assist with Imagine Learning, Istation, STmath, and small group instruction-28,800.00	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

- 1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**
When a position becomes available at French, an extensive search is conducted in order to identify highly-qualified candidates. Applicants are screened based on experience, educational success, and recommendations from former employees and/or master teachers. They are interviewed by a team and selected based on set criteria. Once hired, teachers are provided support by on-site literacy coach and assigned a mentor teacher. They participate in collaboration with colleagues through PLC meetings, Structured Teacher Planning Time, and grade level meetings.
- 2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.**
French Welcomes families to volunteer and participate in school planning and activities. Administration and staff volunteers coordinate parent trainings and family nights. Parents learn how to read and understand student data relating to academic progress, and how to work with students at home on fluency, vocabulary, and basic homework skills. Administration holds monthly parent meetings. Spanish translation will be done on as many fliers as possible.
- 3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).**
Preschool and kindergarten teachers will hold meetings regularly to ensure that academic expectations are being met. Students transitioning from Special Education Preschool spend time weekly exposed to typical peers participating in the regular classroom. Fifth grade teachers and counselors from middle school will discuss necessary steps for the transition to Middle School. Students will also visit the middle school and view a sampling of possible elective classes.
- 4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**
The School Improvement Team and the Response to Instruction Team analyze data, monitor the plans, and ensure action steps are implemented. Feedback is gathered from each grade level through the decision-making process. Teacher cadre and grade level STPT regularly examine assessments an how to utilize information to improve instruction. Teachers meet monthly for STPT and grade level RTI to analyze assessments and benchmark data. Weekly PLC meetings are used to create and analyze common assessments. SOT data presentations occur monthly.
- 5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**
Coordination of services and monies are monitored by administration and the team. Teachers are given opportunities to give input in decision making. During RTI meetings, data meetings, and SPP meetings, decisions are data driven. General funds provide materials and books. Title I funds are used for interventions, parent trainings, instructional materials, a Literacy Coach, technology, reading and math interventions and supports (STAR/AR and STMath) and for parent trainings. EL funds support after school STEM intervention for identified EL students.

APPENDIX A - Professional Development Plan**1.1**

Professional Development time will be used to focus on effective Tier 1 strategies- not cost. STPT and PLC time will be focused each week on data driven strategies for teaching and assessing standards- no coast. Focus will continue, through PD, on previous book study "Phonics to Fluency" to make sure literacy strategies continue to be implemented. Literacy Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy.

Goal 1 Additional PD Action Step (Optional)

Two staff members (total of 8) will be sent to National Conferences for STEM, Writing, math, and reading to bring back training strategies for school-wide staff development. Training will be provided on effective Tier 1 reading and writing Integrated Into project-based learning.

2.1

Teachers will participate in ELL Cohort B trainings, led by literacy coach, to gain deeper knowledge of strategies for teaching ELL students in both Tier 1 instruction and intervention groups. (no cost for trainings, Literacy Coach was calculated in goal 1). Walk-throughs, (Spring and Fall) for teachers to provide feedback to peers, review alignment with school goals, and to gain insight into effective strategies.

Goal 2 Additional PD Action Step (Optional)

PD will be provided on effective Tier 1 project based learning strategies to add structure and differentiation within instruction.

3.1

PD for staff on Cultural competency. ELL Cohort B training for deeper understanding of meeting the needs of our students that are refugees and have diverse backgrounds.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Literacy Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS family Night to understand the law and gain insight into literacy strategies and resources.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

School-wide family curriculum nights will be provided to assist parents with interventions strategies, homework help strategies, and resources for home use. School readiness parent trainings, Ready by Entry, for preschool parents will take place once a month. Computer support and intervention program trainings will be provided to parents to assist with strategies to assist with supports at home.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percent of third grade students proficient in ELA from X% to Y% by 2019 as measured by state summative assessments.

Measurable Objective(s):

- Increase the percent of third grade students proficient in English Language Arts from X% to Y% as measured by STAR, MAPS, and state assessments.

Status

N/A

Comments:

- 1.1 Professional Development:** We will continue to build on previous trainings and implementation of strategies from 2017-2018. Data will be used to reflect on impact of strategies being implemented and to determine areas of improvement and areas of need.
- 1.2 Family Engagement:** Families are a vital part of our Literacy Team. Trainings will be offered to parents to assist them with understanding literacy skills and how to support their child at home. Resource lists and materials will be provided for our parents assisting with connections to literacy in the community.
- 1.3 Curriculum/Instruction/Assessment:** Effective interventions and supports are vital for students that do not master Tier 1 content and curriculum. Monitoring through data collection will determine the effectiveness strategies used for each student.
- 1.4 Other:**

	Mid-Year	End-of-Year
1.1	Professional Development time will be used to focus on effective Tier 1 strategies- not cost. STPT and PLC time will be focused each week on data driven strategies for teaching and assessing standards- no cost. Focus will continue, through PD, on previous book study "Phonics to Fluency" to make sure literacy strategies continue to be implemented. Literacy Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy.	
Progress		
Barriers		
Next Steps		

1.2	Literacy Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS family Night to understand the law and gain insight into literacy strategies and resources.	
Progress		
Barriers		
Next Steps		
1.3	Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTTs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions will be provided for additional language acquisition for ELL students.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

English Learners and Educationally Disadvantaged students will increase in proficiency in ELA from X% to Y% by 2019 as measured by state summative assessments.

Measurable Objective(s):

- By the end of the 2018-2019 school year EL students will increase in reading proficiency based on WIDA, SBAC, and monthly STAR assessments.
- By the end of the 2018-2019 school year ED students will increase in reading proficiency based on WIDA, SBAC, and monthly STAR assessments.

Status
N/A

Comments:

2.1 Professional Development: ELL Cohort B trainings will be determined based on new CCSD 2018-2019 school calendar.

2.2 Family Engagement: Family engagement surveys will be sent home in August to determine additional family needs that may require trainings and informational meetings.

2.3 Curriculum/Instruction/Assessment: SB178 CTTs are pending state budget approval.

2.4 Other:

	Mid-Year	End-of-Year
2.1	Teachers will participate in ELL Cohort B trainings, led by literacy coach, to gain deeper knowledge of strategies for teaching ELL students in both Tier 1 instruction and intervention groups. (no cost for trainings, Literacy Coach was calculated in goal 1). Walk-throughs, (Spring and Fall) for teachers to provide feedback to peers, review alignment with school goals, and to gain insight into effective strategies.	
Progress		
Barriers		
Next Steps		
2.2	School-wide family curriculum nights will be provided to assist parents with interventions strategies, homework help strategies, and resources for home use. School readiness parent trainings, Ready by Entry, for preschool parents will take place once a month. Computer support and intervention program trainings will be provided to parents to assist with strategies to assist with supports at home.	
Progress		

Barriers		
Next Steps		
2.3	CTIS to assist with fourth and fifth grade bottom quartile students, based on SBAC scores. Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTIs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions, grades 1-5(WIDA 1-3 scores) and 4-5 (EL more than five years) will be provided for additional language acquisition for ELL students.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation
Priority Need/Goal 3**Priority Need/Goal 3:**

Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):

- Increase the percentage of school-based personnel trained in cultural competency.

Status

N/A

Comments:**3.1 Professional Development:****3.2 Family Engagement:****3.3 Curriculum/Instruction/Assessment:****3.4 Other:**

Mid-Year		End-of-Year	
3.1	PD for staff on Cultural competency. ELL Cohort B training for deeper understanding of meeting the needs of our students that are refugees and have diverse backgrounds.		
Progress			
Barriers			
Next Steps			
3.2			
Progress			

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		